

· 教学研究与改革 ·

翻转课堂结合 OSCE 教学方法在口腔本科生教学中的应用

范雅儒 刘海霞* 骆 慧 赵浩然

(新疆医科大学第二附属医院口腔科, 乌鲁木齐 830063)

【摘要】目的 探讨翻转课堂结合客观结构化临床考试(OSCE)培训及考核系统运用于口腔医学教学的可行性。方法 选择新疆医科大学口腔医学院2012级本科生,随机分为2组,试验组(28人)进行翻转课堂教学结合OSCE培训及考核,对照组(25人)进行传统教学,比较2组的教学效果。结果 从OSCE考核实践成绩来看:试验组(85.39 ± 7.60)分,对照组(80.60 ± 11.64)分,试验组成绩优于对照组, $P < 0.05$;从2组笔试理论成绩来看:试验组(84.11 ± 5.88)分,对照组(85.80 ± 7.76)分,差异无统计学意义($P > 0.05$)。结论 口腔专业教学中通过翻转课堂结合OSCE系统有益于提高学生学习的自主性,显示良好的教学效果,值得进一步推广。

【关键词】 翻转课堂 客观结构化临床考试 口腔医学 教学

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Application of the Flipped Class-room and objective structured clinical examination in teaching and training for stomatology undergraduates

Fan Yaru Liu Haixia Luo hui Zhao haoran

(Department of Stomatology, the Second Affiliated Hospital of Xinjiang Medical University, Urumqi 830063)

【Abstract】 objective To explore the feasibility of applying the Flipped Class-room and objective structured clinical examination(OSCE) in teaching and training for stomatology undergraduates. Methods We introduced the Flipped Class-room and OSCE into 2012 level of stomatology undergraduates in Xinjiang Medical University, and them were randomly divided into two groups. The experimental group ($n=28$) was trained by the flipped class-room combined with the OSCE system, compared with the traditional teaching group ($n=25$). Results The OSCE test scores from the experimental group were better than the control group ($P < 0.05$). There was no statistically significant difference between two groups in written test results ($P > 0.05$). Conclusion The combination of the OSCE with the flipped class-room into oral professional teaching system is beneficial to improve the learning autonomy of medical students, suggesting a good teaching effect, and it is worthy of further promotion.

【Key words】 The Flipped Class-room Objective structured Clinical examination stomatology Education

翻转课堂也称颠倒课堂(The Flipped Class-room)。通过知识传授和知识内化的颠倒安排,课前学生通过网络平台进行自学,课堂上教师为学

生解疑答惑,课后再进行课程总结,其改变了传统教学模式并对课堂时间进行了重新的规划。随着翻转课堂在医学教育中的广泛试用,原来课堂讲授的内容通过技术手段“翻转”为课前的学习内容,而课堂上教师有针对性地对学生反馈的问

通信作者: 刘海霞, E-mail: kqlhx@sina.com